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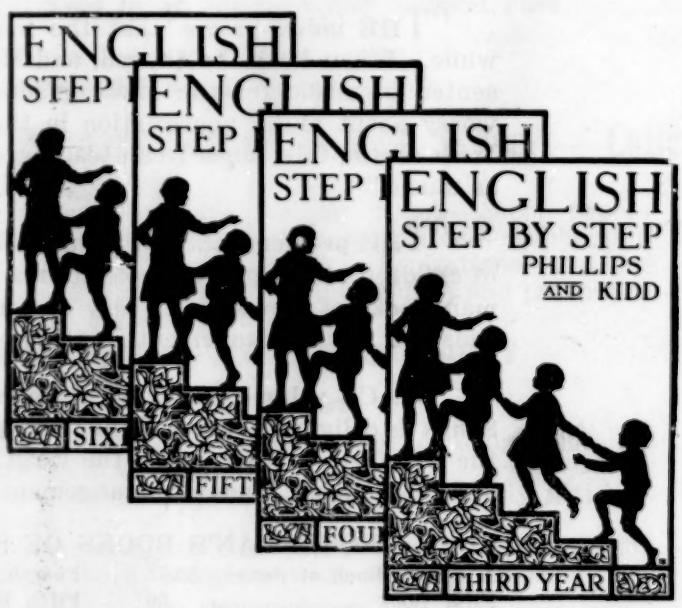

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Rural Schools in Texas

THIS is the noblest educational age the United States has ever known. We get a glorious educational thrill in every state in the Union, and we have functioned in many more than half the states this year, and on more than one educational tour in more than half of these.

This is especially a rural school age, and it is a Texas school age in everything. We are led to say that because in Texas, two weeks after the recent election, County Superintendent J. F. Ward of Fort Bend County christened the most recent born child of rural school progress in the New World.

Superintendent Ward was assisted by State Superintendent S. M. N. Marrs, Superintendent E. E. Oberholtzer of Houston, and Superintendent H. E. Scott of Richmond, the county seat. Rev. H. T. Morgan, pastor of the largest church in the county, officiated religiously.

The occasion was the installation of a three thousand five hundred dollar radio station owned by the thirty-five rural schools of the county, each of which had an adequate amplifier for all occasions, and the station which these thirty-five rural schools own can tune in on any and all broadcasting occasions from San Francisco to New York.

On November 19, when the Rev. H. T. Morgan rose to return thanks for the occasion, he said: "Let's all stand," and everyone in the thirty-five rural schoolhouses stood reverently while the prayer was offered.

Then the county superintendent had a heart-to-heart talk with every child and every parent in those thirty-five rural school districts. The state superintendent gave his blessing with the professional unction for which he is noted. The superintendent of Houston eloquently voiced national appreciation of the glorious age in which the children of today are educated, and the superintendent of the county seat welcomed the thirty-five rural schools to fellowship with their official city.

The Radio Supply Company, in appreciation of the significance of this famous educational crea-

tion, reduced the cost of the entire installation from $6,000 to $3,500.

Each of the thirty-five districts provided one hundred dollars. There is no language that can appropriately express what Fort Bend County, Texas, has instituted in rural schools and community activity.

Educational Cheer Leader

SUPERINTENDENT JOHN O. CHEWNING, Evansville, Indiana, dares to preach and practice helping pupils when needed. He has demonstrated on many occasions the glory of preventing heartaches and toning up the physical, mental, and spiritual life for years by stimulating hope and cheer in all pupils and students.

Superintendent Chewning believes every teacher and principal should be a cheer leader with as much spirit and go as with the cheer leader the day before a football game.

What would happen to a cheer leader if on the day before a critical football game he should say: "Now, fellows, it is important that you go on the gridiron tomorrow in first-class condition, so I am telling you that the fullback failed in his English examination, and the halfback's intelligence test was very low."

Superintendent Chewning practices what he preaches. He is the cheer leader of public appreciation of the schools, of his supervisors, of the principals, of the teachers, and of the pupils and students.

He sets a noble example for those antiques who think it is soft pedagogy to do anything but goad the children with a sharp tongue.

Safety First

WE HAVE said editorially over and over again that teachers should never jeopardize their savings by listening to schemers who promise great dividends. There should be safety first.

On November 17, 1928, in court proceedings in Chicago, a school principal testified that he had lost $22,500, the entire savings of himself and wife, in a worthless investment. Several other principals and teachers joined in the suit, their total loss being $175,000. It appeared in the testimony that they had been tempted by promise of big profits by men whose promises were worthless. Investigate before you invest. Safety first!

A Fifteen Year Achievement

IT HAS been my good fortune to know the evolution of teacher-training institutions for sixty-five years as probably no one else has known it. It would be impossible to have any one appreciate why most of the 180 State Normal Schools, and State Teachers Colleges into which many of them have blossomed, have a distinct personality, but as memory films this moving picture it is increasingly interesting.

Our recollection of the fire that penalized the wee bit of a school at Pittsburg, Kansas, by destroying in a few minutes Russ Hall, its only real pretense to a materialized institution, has led to magnifying the fifteen years since then.

In these fifteen years a marvelous Teacher Training Campus has been created with eleven architecturally beautiful and academically dignified college buildings inclosing it. The state has invested a million-and-a-half dollars ($1,450,000) in buildings, and the present legislative appropriation for the institution is $1,274,259 for the biennium.

In the fifteen years the enrollment of different individuals has increased 3,700 in number, and scholastically the number of graduates receiving college degrees has increased from 13 in 1913 to 246 in 1928. The faculty has increased from 43 to 136, and there are eleven of the faculty with a doctor's degree. Only one had such recognition in 1913. What is more significant is the fact that ten of the faculty of 1928 are on leave this year, studying for higher academic recognition.

All this has little significance as it appears in cold black type, but to one who has seen the frail institution with its fire-devastated building, with a faculty with several varieties of professional visions, with a state sentiment that could change without notice, evolve into a noble professional college with a distinct educational personality there is a thrill as memory traces the experiences of the president through superintendencies in Iowa and Oklahoma into leadership of this remarkable evolution of professional and scholastic creation.

Gasoline from bituminous coal is much more reasonable than is the making of lily white aspirin therefrom. These are great times in which to be alive, especially if one owns an automobile or an airplane.

Frank and Fearless

MRS. JAMES N. DOWNEY of Detroit, who has played politics more or less successfully for six years, has abandoned the game because women in politics are not interested in the candidate or political party. "They oppose one another because they do not like others' clothes, or husbands, or friends." It will be interesting to see reasons teachers give for not supporting a woman candidate for the presidency of the National Education Association. It is not likely to be dislike of her husband. It may be her political associates. Can it possibly be clothes?

Common Sense

QUESTIONNAIRES have been sent out by Harvard University to 15,000 leading business men in the United States in an attempt to ascertain the reasons for their success. The inquiry seeks to obtain first-hand information regarding the social classes from which business leaders are recruited, the extent of their education and training, and the circumstances surrounding their early business careers.

It is a long way from assuming that a knowledge of Latin and Greek would guarantee success in life, or even from an Intelligence test, to the time when ten thousand successful men, regardless of their academic degrees, are asked to what they attribute their success.

The City of Perfume

THERE is always some famous centre of all production. Georgia has the little township which raises a vast number of high-class goats. Maryland has a small district that raises gold fish in vast number, but Grasse, France, uses thirteen million pounds of orange blossoms, violets, jessamine, roses, tube roses, carnations, cassia, mignonette and other flowers each year in the production of perfumes.

To make a quart of essence of rose requires thirty thousand pounds of roses. There are four hundred factories in the city no larger than Athens, Georgia; Champaign, Illinois; Atcheson, Kansas; Newburyport, Mass.; Ironwood, Mich.; Hibbing, Minn.; Vicksburg, Miss.; Billings, Mont.; Grand Island, Neb.; Albuquerque, N. M., or Alexandria, Va.

New York University is leading in football as well as in many other academic activities. Its leadership is quite thrilling.

Interesting Combination

WILLIAMSBURG, Virginia, the oldest English settlement in the New World, is to be reproduced at the cost of five million dollars.

The re-creation will be done by William G. Perry, Thomas M. Shaw, and Andrew H. Hepburn, all of Boston, and the $5,000,000 is provided by John D. Rockefeller, Jr., of New York. Was there ever a more interesting group of influences than this which links New York and Massachusetts with Virginia?

A Woman of Rare Experience

MRS. HELEN M. Heffernan of the Chicago Board of Education is not only remarkably efficient on the Chicago Board of Education, on which she has served with high efficiency in the administration of Mr. Mortenson, Mr. McAndrew, and Mr. Bogan, but is the only woman prominent in public education who graduated under Colonel Francis W. Parker in the Normal School in Chicago, was on his faculty in the Normal School for seven years, had a part in the organization of the first manual training course in the Normal School in 1885, had a part in organizing the first Parent-Teacher Association of the United States in 1887.

Mrs. Heffernan has been president of the Illinois Council of Parent-Teacher Associations, has been vice-president and chairman of the Chicago Education City Club, and also chairman of the Education Department of the Chicago City Club. Mrs. Heffernan is universally recognized as a woman of great ability, of commanding influence in civic as well as professional life, a noble example of brilliant personality and ardent devotion to making Chicago schools highly efficient.

Atanasio Montoya, Albuquerque, was elected state superintendent of New Mexico with a majority of four thousand. He has been a faithful attendant upon the meetings of the National Educational Association, and has many friends throughout the United States. He was superintendent of Bernalillo County for several years.

New York University received gifts totaling $272,292 in six months. There was only one of $50,000, and only three of more than $18,000. There were in all sixty-five givers, of whom thirty-two ga less than $800, and twenty-five less than $200.

Children Teachers

SOME highly important teachers have no degrees and no certificates. Superintendent O'Shea of New York City officially announces what we have been saying on the side lines for some time, that the best teaching of foreign-born parents in the United States is done by their children, who are teaching them how to use good English in their conversation, how to live and think "United States."

Dr. William J. O'Shea goes infinitely further than we ever dreamed of going, any one, so far as we know, ever went.

In forty-one public schools of New York City Dr. O'Shea provides all children of foreign parents who cannot read English with leaflets by means of which the children teach their parents to read the English language. This is a glorious time for anyone to live in the United States, especially for those who have children in the public schools.

Howard University, Washington, D.C., has received from Julius Rosenwald $80,000, to be used in a department of sociology.

Belding's Page

BRAIN REVELRY

SOME one justified the study of geometry by calling it fun—mental exercise—recreation. Many have found it all these things. Many, alas, have been unable to derive any pleasure from geometry or any other form of mathematics.

Professor Louis A. Hazeltine of Stevens Institute of Technology has made about $1,000,000 by his invention of the neutrodyne radio hookup. Instead of grasping for more money, he has decided to seek relaxation in the study of mathematics. He has gone to Oakland, Cal., for that purpose. The combination of California climate and pure mathematics should be doubly relaxing.

The point that strikes you in this professor's decision, is—the beauty of an intellectual enthusiasm. Most of us forget the joy of creative brain-work. It brings no thrills as it should. Perhaps we have no time for delving deep into realms of reason. But something of original, constructive thinking may be built into every project engaging the attention of an educator. Not many of us can retire to revel in our pet subjects, but it would be a great thing for teaching if more of us were sufficiently stirred by our curricular subjects to be able to electrify those sitting in our classrooms.

ALL BUT TEACHING

COLLEGE professors are expected to find time for everything but teaching. This, in substance, is the contention of the Dean of the College of Liberal Arts of the University of North Carolina, writing in a recent issue of the Outlook.

Professors are supposed to engage in research; to write books; to serve on committees; to deliver lectures; to act on public commissions of investigation—in a word, to do everything in the world but that which is reputed to be their main business.

It is merely the result of the growing complexity and comprehensiveness of modern education. Some day, no doubt, our higher institutions will disentangle themselves from the mess they are in. They are too anxious today to make a showing in ways that count for university prestige but not for actual performance of the service which universities were designed to render to their undergraduates.

It is much the same in every field of effort. Glance at a modern hospital, and figure out, if you can, whether it exists to care for sick people or to provide training for nurses and internes and to assist specialists in extracting coin from patients.

Witness the protests which are arising from devout churchmen, over the extent to which Christianity has become institutionalized and correspondingly devitalized. This booming, buzzing world is a difficult one in which to keep our bearings and pursue our avowed purposes to the end.

To the honor of our elementary and high schools, be it said that most of them have managed somehow to keep clearly in mind the main objects of their existence and to avoid entanglements.

WHERE THOUGHT BEGINS

A POINT still to be determined is the relative value of heredity and early home training in producing the ability to think. Probably the point will never be decided. We may be sure, however, that some children born with rather inferior mental outfits have been taught by wise mothers to do effective, independent thinking, while other children, with excellent natural endowments, have been handicapped in development of their reasoning faculties by neglect or stupid guidance in the home.

Those pre-school years are far more pivotal and crucial than used to be rated.

The movement for training motherhood is thoroughly justified by the needs.

Mothers must learn, not simply to demand obedience to orders—though that is better than an utter lack of discipline. They must learn to let their youngsters have the fun of working out many problems in their own way.

Miss Nettie A. Maurer of the University of California reports an experiment illustrating this point.

Two groups of youngsters were chosen for the test. Each child was given a box and materials for packing a breakable toy. Mothers of the first group gave the children minute instructions on the right way of crating and wrapping the toy. The second group were allowed to figure out for themselves the best method of doing it.

On the first attempt an equally poor job was done by both groups. On the second trial both sets of children were left alone. It was found that the first set packed the toy very poorly, while the second set showed marked improvement in nearly all cases.

Thought is called forth, not by orders to think or what to think, but by tasks which make thought necessary. The tasks must be suited to the child's powers: otherwise they will seem dull and discouraging.

Anson W. Belding

Associate Editor.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

X.—THE NEW FAITH—DIVINE LAWS

THE time is coming when we shall be able to teach all ordinary school children the laws of a substantial faith. There is a faith of plowing, a faith of planting as well as a faith of preaching. "Old things are passed away; all things are become new." We are quietly receding from an old, untenable position in regard to faith; namely, that faith directs you toward the performance of some miracle. We are learning to pray in accordance with laws that are fixed and unchangeable—not, therefore, for Divine Favor, but for Divine Harmony.

It might at first seem unusual that one should bring the idea of faith directly into the course of instruction in the public schools; but that is precisely what is to be commended here. It seems reasonable to some of us to say that any philosophy of education which does not give faith as prominent a position as it does fact, is a useless institution. "Faith is the substance of things hoped for, the evidence of things not seen." Here we have one of the greatest educational principles ever written by any teacher. And, until we as teachers master this remarkable law, suited to both teacher and taught, it would seem that we should not be honored with a call for any kind of schoolroom service.

No matter what one's creed or accepted doctrinal belief, "faith is a substance"—this principle will serve him impartially and effectively in proportion as he performs the human part of the undertaking, as is implied in the statement itself. For any child, youth or adult to accept the statement "faith is a substance," and act as if it were a truth, means that something will come to pass, as a result.

It is strange that an intelligent race of human beings should still cling to the traditional belief that Divine Law is changeable at the request or plea of the ordinary human individual. One must answer his own prayer or it will never be answered; and, fortunately, one can answer his own prayer. His plea amounts to this, namely, that he shall conform to the law or the system already established and operating as an expression of the divine mind. The divine law is beneficent in proportion as the finite being assumes its beneficence, and acts accordingly. "Faith is a substance." There is perhaps no lesson now being taught in the ordinary school which is any less easily imparted to the young learner's mind than this, namely, "Faith is a substance." And as the principle has been stated, the learner may be led to proceed to demonstrate his faith by his works. "Be a doer of the word, and not a hearer only." To state one's faith in some divine law, and then to proceed to carry out the requirements of that faith—such is the essence of true education. Here we have a rule that is universal, that will work through the minds and physical behavior of all ordinary pupils.

The idea intended to be advanced here, and even urged, is that faith may be taught ordinary children as easily as numbers or language, and with more interest than either of these. Faith may be demonstrated with the same degree of accuracy as you demonstrate any mathematical law, and yet with results that are far more satisfying to the soul of the learner.

An Ancient Quarrel.—It is because of a traditional quarrel among those who pretend to adhere to some narrow and arbitrary article of faith, that the curriculum of the public schools has been robbed of its rich treasury of possible faith education. We must get back to this foundation stone of learning, and we can do so. There is positively no danger to any existent creed or church doctrine involved here. There is nothing implied to prove or disprove what we have called the miracles. There is nothing which would give the so-called fundamentalists a weapon of advantage over the modernists, or the modernists an advantage over the fundamentalists. On the other hand, all churches, all adherents of peculiar creeds and doctrines, may admit and use with equal advantage the principle, "Faith is a substance."

Now, go back to the original thesis of this series of discussions of a proposed new philosophy of education, namely, that education is fundamentally participation in the great human and humanizing issues, play, work, sociability, worship. Put an active faith to work carrying these stated principles, teach the child to assume that it is worthwhile to have faith in mankind, to believe that a divine providence has established in man certain fundamental laws of behavior; that it is worthwhile to know these laws through experience of their practice; that to participate in the laws of God as written permanently in the inherent nature of man, is to humanize the individual; that to practice with others of one's age and grade, the great principles named under the four heads

above is to merge one's life in the very heart of humanity, making him familiar with race behavior in all of its wide and deep ranges; that to continue in close and sympathetic association with one's fellows in all the ordinary give-and-take of play, work, sociability and worship is to contribute one's portion of service to ordinary human progress and to give one a sense of belonging to the entire human family.

Life a Quest.—Thus on his journey through life the ordinary child is out in quest of the heart of humanity. Consciously or unconsciously he is seeking to know how various types of human beings participate in what we call normal behavior. By learning to play with them, to work with them, to fraternize with them, to worship with them, the learner really becomes merged into the very soul and substance of the masses.

Thus step by step the learner passes through the various grades and stages of instinctive human experience and comes slowly to an understanding of the meaning of God in his life. So, also, Deity as intelligent minds know Him, is an achievement, an ideal evolved out of their own minds and hearts; or perhaps we might say is a momentous fact, brought to consciousness as a result of a long, continued journey over the pathway of human behavior.

"You shall know the truth, and the truth shall make you free." Here, also, we have a most significant motto for the education of the masses, and it seems to argue somewhat after this manner: Know how mankind lives at his best. Follow him over the great established trails of his highest, most productive experience. Lay aside thought of being restrained. Give up all tendency to negatives and doubts. Have faith in yourself, faith in your fellows and faith in God. Assume that life creates its own abundance through wholesome living.

Training *Versus* Educating

By PAUL W. HORN, President

Texas Technological College, Lubbock, Texas

A NUMBER of years ago at a certain State Teachers Association, I heard a fairly distinguished speaker ask the question: "Why is it that we speak of educating lawyers and doctors, but speak of training teachers and nurses and monkeys?"

Nobody answered this question because no answer was expected. The real answer, however, was to be found in the fact that training and education are two different things. Lawyers and doctors need to be educated, but they likewise need to be trained. Teachers and nurses likewise need to be trained, but they also need to be educated.

It may perhaps be worth while to point out the distinction between education and training.

Education is always general, while training is always specific. Education undertakes to prepare us to do many things. Training is for the purpose of enabling us to do some one particular thing.

Education deals with the knowing or with doing or with being. Training deals exclusively with doing.

The simple fact about it is that the nurse and the teacher, like the lawyer and the doctor and the farmer, need to be both educated and trained.

For illustration, a boy desires to make a doctor out of himself. He goes to college and studies physiology and anatomy and hygiene. He secures a good general education, and even sees that it has special reference to the great work he is proposing to undertake.

Nevertheless, he is not yet a trained physician or surgeon. He must go into the hospitals and receive there training in doing the specific things to which he is expecting to devote his life.

The teacher likewise should make preparation by first securing a good general education. This education for the teacher will not be widely different from that of the lawyer or doctor. The teacher will need to study English and mathematics and science and some foreign language. In fact, practically anything in the college course which should enter into the general education of the lawyer or doctor should likewise enter the general education of the teacher.

Just as the young man who expects to be a lawyer will probably give general emphasis in his pre-law work to such subjects as history or government or economics, so likewise will the prospective teacher probably give special attention to the study of education. Beyond doubt education is a science in itself just as chemistry is a science, or psychology or government or economics. As such, it has a legitimate place in the Liberal Arts College. The college that would exclude education as an elective in its liberal arts work had just as well exclude sociology or economics. These three are all sciences and are all worthy of a place in the college curriculum.

In other words, in the education of the teacher,

the liberal arts college plays just as important a part as it does in the education of the lawyer or doctor or banker.

Nevertheless, the teacher who has graduated from the liberal arts college may not even have made a beginning in the matter of training. Some teachers acquire this training in the actual experience of the schoolroom. Any good system of city schools devotes a considerable portion of its time and energy to the training of its teachers. The raw graduate from college or university is no more a trained teacher than he is a trained lawyer or doctor.

The teachers college undertakes to educate the teacher along much the same lines as does the college of liberal arts; but the teachers college undertakes to do something else which the liberal arts college cannot undertake to do, namely, to train the teacher in the actual work of the schoolroom.

The only place where the teachers college can carry on this actual work of training the teacher is in its practice school. Here the actual work of teaching is done, under the supervision of skilled instructors. A teachers college that has no school of this kind can give the prospective teacher no more than that general work of education which could be obtained in any good college of liberal arts.

If I were president of a state teachers college, and if I could have only one building upon my campus, that one building should be the building for practice teaching. This building gives opportunity for the one type of work which is peculiar to the teachers college. Without it, the so-called teachers college would be at best merely one more college of liberal arts.

It is worth while to notice that all training that is worthwhile should be founded upon education. In times past teachers colleges have made the mistake of trying to train teachers before these teachers were educated. Such an attempt was just as foolish as it would be to try to train surgeons to the tricks of knife and scalpel before they received the broad general education which is at the basis of surgery.

Teachers should be first educated and then trained. The education may be received in any good university or college of liberal arts. The training, if received in college at all, should be received in an institution devoted specially to that purpose. The good teachers college today undertakes both to educate teachers and to train them. In this former effort it shares its work with all other good colleges. The latter field, namely, that of teacher training, belongs to no other college save the special college for teachers.

The teacher who is well educated but not trained has a long, hard road to travel before she becomes a good teacher. The teacher who is trained, but not well educated, will find it impossible ever to rise above the level of mediocrity as a teacher. The teacher who is both well educated and well trained has well nigh unlimited possibilities for development.

Christmas

By DENIS A. McCARTHY, LL.D.

Christmas! There is a magic in the name
That wakes old thoughts. So let the candles flame
In every window. Let the fires be bright
On every hearth. And everywhere tonight
Let every tongue be kind. In every breast
Let there be joy that seeks to be expressed
In deeds of love and canticles of praise
For Him Who made this day the first of days!
Christmas! There is a blessing in the word.
Where is the Christian heart that is unstirred
By all its meaning? Thoughts of home are there,
And dreams of old we cherished fond and fair.
What well-beloved faces round the Tree
We see again, as once we used to see!
What bells from out remembered steeples ring!
What songs from those who nevermore may sing!
Thank God for Christmas. 'Tis a tender time
Of old remembrances. So let the rhyme
Writ in its praise to us be ever dear,
The blessed feast that cometh once a year
To bring us back again to childhood's toys,
To bring us back again to childhood's joys,
And back to Him Who loved us first,—and then
Came as a Child into the hearts of men!

—The Book Builder.

Test of Progressive Teaching

By VAUGHAN MacCAUGHEY
San Francisco

WE AMERICANS are notorious faddists in the matter of words and phrases. We "work them to death" as we do our popular songs. They become stale and meaningless. A new, or allegedly new, idea becomes crystallized around a word, as a stalactite encompasses the seeping water from which it grows. "Correlation," "inferiority complex," "moron," "6-4-4" are random instances of pedagogic terms which, like zanies, are much-used and frequently abused.

"Progressive" is a dynamic word now greatly in vogue among school people. It is the opposite of "conservative." It has its face not toward yesterday but toward tomorrow. "Progressive education" now has an international organization, an excellent journal and literature, and an enthusiastic and purposeful following. In many parts of the country certain schools have come to be generally recognized as "progressive" schools.

The story is told of the small Berkeley school boy who reported to his father that he was now second in his class, the top place being occupied by a girl.

"But surely, Hamilton," said the father, "you're not going to be beaten by a *mere* girl!"

"Well, you see, Dad," replied the boy, "girls are not nearly so *mere* as they used to be."

And so today the school is not as mere as it used to be. If it is "progressive" it has a rich content, a vitalized program, and the zest of abundant creative activity.

California for many years has had an unusually high percentage of teachers and educational leaders who rank among the great progressives. One need only cite such names as those of Will C. Wood, William John Cooper, Frederic Burk, Alexis F. Lange, E. P. Cubberley, E. Morris Cox, W. W. Kemp, Frank F. Bunker, Mark Keppel and James A. Barr, as well as a great host of excellent women, to demonstrate the remarkable record in progressive education made by this virile Western empire.

What are progressive teachers trying to do? What is the best test of a progressive teacher? The progressive teacher, of course, is one who conscientiously endeavors to keep in touch with major educational advancement in general, and in her own grade or field in particular. She conducts, in her own life, a systematic program of alert and constructive self-improvement.

The distinctive and final test of the "progressive" teacher, however, is this: Does she habitually experiment with and utilize a wide range of instructional technique, for the orderly improvement of her teaching?

Miss Phoebe Jean Donaghho, for example, a California third grade teacher, for six years has conducted a systematic series of experiments in the teaching of reading and phonics, under university supervision, and with the most gratifying results. She can speak authoritatively on the values of phonics in the primary grades.

Dean Cubberley has cogently stated that "the ability to develop a flexible and effective classroom technique will probably always remain in the primary criterion for estimating a teacher's growth and professional progress."

An old Latin proverb runs *Amissum . nescitur non amittitur,* "a loss which is unknown is not a loss." Cubberley's primary criterion, therefore, can be known and used by only those teachers who are conscious of the need for continuous re-adjustment of methods and materials in order to maintain the highest professional standards in their work.

Perhaps one of the best answers to the query, "What are progressive teachers trying to do?" is the statement of the principles of progressive education, issued by the association of that name. The seven planks in their platform are:—

1. The pupil is free to develop naturally. Expression, not suppression, is the keynote.
2. Interest is the motive of all work. It is the zeugma of every activity. Play is abundant, constructive and socialized.
3. The teacher is a smiling guide, not a harsh taskmaster. Love and courage have taken the place of fear and antipathy.
4. Pupil development is studied scientifically. All of the best resources of modern science are utilized.
5. Greater attention is being given to all that affects the child's physical development. The biological basis of individual and group welfare is fully recognized.
6. School and home co-operate to meet the needs of child life. The P. T. A. is a highly useful agency.
7. The progressive school is a tantivic leader in educational movements. "It should be a laboratory where new ideas, if worthy, meet encouragement; where tradition alone does not rule, but the best part of the past is learned with the discoveries of today, and the result is freely added to the sum of educational knowledge."

Progressive teachers everywhere are putting these seven principles into effective operation. As Lange said, we are developing "an organic American system for American boys and girls."

Co-operation

By ARTHUR DEAN, Sc. D.

Real co-operation—team work—between teacher and pupil is one of the most valuable forms of get-together work, the easiest kind and the least mentioned. A parent who is ignorant is a tough proposition for any school management. A parent who "has it in" for a teacher requires an immense amount of one-sided co-operating. Such a parent is seeking revenge usually for a fanciful wrong to the pride and joy of the household.

But the boys and girls, themselves, are not naturally revengeful. They have wonderfully good forgetters, bless them. They like novelty and change while their parents worship established order. Youth admires the teacher who is "different" while the older generation looks askance at what, in their uncomprehending way, they call "freaks." The children discern a thousand times more quickly than their parents the qualities a teacher really has. Parents are too apt to form their judgments from neighborhood gossip. For real, genuine, result-getting co-operation give me the youngsters.

I'll start with a Perfect Day poem of co-operation, written by an author unknown to me. Perhaps one of my readers will tell me. It's about two fool jackasses. Too bad to call a teacher or a pupil by such a name even if we have heard such inelegant terms exchanged outside of school by teachers who called their pupils names or by pupils who said: "the same to you."

CO-OPERATION

Two fool jackasses—say, get this dope—
Were tied together with a piece of rope.
Said one to other: "You come my way,
While I take a nibble from this new-mown hay."
"I won't," said the other. "You come with me,
For I, too, have some hay, you see."
So they got nowhere, just pawed up dirt,
And oh, by golly! that rope did hurt.
They faced about, these stubborn mules,
And said: "We're acting like human fools!
"Let's pull together. I'll go your way,
Then come with me and we'll both eat hay."
Well, they ate their hay, and they liked it too,
And swore to be comrades good and true.
As the sun went down they were heard to bray:
"Ah! this is the end of a perfect day!"

Jackasses may have to be tied with ropes. But teachers and pupils should be free. Teachers must understand the psychology of the child's hayfield. We cannot ride rough-shod over nature-given impulses, instincts, desires and interests. Practically everything in the hayfield has been put there for a purpose.

Teachers are primarily concerned with the hay laid down in the books, rules, regulations and laws. But this hay needn't be tough, weedy, dried out or bitter. Every blade is interesting to youth concerning, as it does, their health, ways and means of earning a living, capacity for friendship and love, dreams of achievement, knowledge of the wonderful applications of science and application to their own lives of beautiful things in art, music and literature.

If each goes the other's way,
Both will arrive at a perfect day.

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Recited and Created Answers

By A. W. BURR
Beloit College, Wisconsin

IF YOU are a teacher, do you question for both recited and created answers? What is the difference do you ask?

1. If your question is: "What is an island, John," and he answers in the words of his textbook, "An island is a portion of land entirely surrounded by water," he re-cites. You gave him the cue word, "island," of a studied group of words, and he re-cited the group. So you ask: "What is a fraction?" "a noun?" "the Monroe Doctrine," and the words associated with each cue word repeated more or less fully and correctly are his re-cited answers. The interrogatives, what, who, when, where, followed by a cue word bring re-cited answers.

2. If you ask: "How would you say what an island is, John?" his answer comes from the mental picture of an island that he made when he studied his lesson, and he replies: "An island is some land with water all around it," a created answer.

3. If you say: "What did you see, John, when you read what an island is?" and his answer is something like this: "I saw some land with trees on it, and houses on it, and water all around it," again he does not recite, but creates his answer.

4. If you ask: "What would you call the schoolyard if the river came up all around it," or "What words are nouns in the sentence, 'John, bring me my pen,' or 'How did Europe first learn about this part of the world?'" you would give John, not cue words for his memory, but pictures and thoughts for him to match with his own, if he has them, a thinking process producing created answers. John plays the classroom domino game with his teacher, not with words alone, but with his own picture and thoughts, a noble game.

5. If the question is, "How would you go to an island, John?" his picture of an island appears, and he says: "I would take a boat, or an aeroplane, or I would swim." He does not re-cite, for the book said nothing about going to an island. But you have his idea of an island more certainly than if he had repeated the definition in the book, for he used it to make a judgment about an island, a created answer.

6. If you point to Cuba or Ireland on a map and say: "What is that, John?" and he answers: "An island"; and then you ask: "Why do you call it an island?" and after his reply if you further ask: "Why does that make Cuba an island?" he will reply: "All portions of land surrounded by water are islands."

By your questions you have made John in his answers use his studied definition to make Cuba an island and by two steps of reasoning you have made him put Cuba in the class of islands in his universal, "All portions," etc. The steps of reasoning were only a reversal of the syllogism,

"All portions of land surrounded by water are islands."

"Cuba is a portion of land surrounded by water."

Cancelling the two common parts, the subject of the first and the predicate of the second,

"Therefore Cuba is an island."

That was not re-citing, it was coming by steps of reasoning from knowing one island to knowing all islands. A what and two whys always lead to the universal, yet what teacher ever got beyond a what and one why with his pupils? But in universals is the summation of knowledge.

THE DIFFERENCE IS FUNDAMENTAL

For reciting, the learner goes over in repetition the groups of words of his lesson until the teacher's naming one or more of the group words will call up the group. If the book had said: "An island is a fiddle-dee-dee," with the giving of the word "island," the learner would so recite it. He memorizes words for his answers.

For created answers, the learner first attacks his lesson to understand it, by making out in his own words, or in picture, the thought or picture the author had, and put into the words in the book. As he reads he forms and fixes a mental picture of an island, and after that answers all questions from the recalled pictures, if his teacher will let him do so and not insist that he recite. That he finally does more than memorize in spite of his teacher is his intellectual salvation.

Recited and created answers make a fundamental difference in the office of the teacher. If reciting is learning, then the teacher's business is to make out cue questions to cover the lesson, to hear the answers, and know that the words called for are correctly recited. He thus escapes along with his pupil too much thinking, with his training the safer way, probably.

If understanding and ability to give created answers is learning, the teacher must have his own words or pictures for the words of the book, and must so put his questions as to reveal the learner's words and pictures. That purpose marks the true teacher; ability in it, the great teacher.

THE DIFFERENCE IS FAR REACHING.

The two types of answers and questions tend to produce far different types of minds in both learners and teachers. Reciting stresses memory

activity, has little use for imagination, judgment, reasoning, in school studies. This reveals why some minds are misfits in our schools; why some high grade pupils are misfits in life; why the more one studies, the more removed he may be from what is doing about him. It is a one-sided development.

The case is little better with the teacher. He teaches by memorizing his pupils' assigned lessons far enough to select the proper cue words for his questions, and to know that their answers are, or, are not, what the textbook gives. His imagination, judgment, reasoning, have little play in his daily work. This explains why teachers, professors, have the reputation of being impractical, aloof from life; why research work, or a hobby, is so necessary to prevent the narrowing effect of his calling.

On the other hand, questions and answers of the created type call all the activities of the mind into daily action. The "What is it?" "What for?" "Why?" habits of mind are formed. The textbook lesson is consciously related to daily living. Knowledge is adapted, used in imagination at least. This suggests why some dull heads in school are bright out of school and after school; why some by teaching some day become masters of affairs. Teaching is broadening rather than narrowing if all the mind's activities have use in the classroom.

But the greatest difference in the effects of the two types of answers comes from the almost exclusive practice of reciting, and the rarity of questions for creative answers. Spend a day, two days, three days, even, in high school or college classrooms and note the number of created answers called for, made, except some bluffs at reciting. A boy or girl may study from the primary grade to a university degree and find not a half-a-dozen instructors who ever trouble them with the interrogatives "how?" or "why?" Not one instructor in fifty, possibly in a hundred, ever assigns in textbook lessons ways or points for created answers, or teaches the lesson with previously selected questions of the creative type. If principal or department head thinks my statement unfounded, let him appoint some visitor or pupil to keep tally on all questions requiring a created answer. A college senior told me yesterday that in a university in which he had just spent two years, in every department but one reciting was what the professor wanted and gave credit for. I have asked scores of college seniors in my classes in practice teaching, why "like signs gave plus and unlike minus," or why "inverting the divisor" gave a quotient instead of a product, and no one had ever known why.

RECITING HAS A PLACE

and a large place in classroom teaching. It gives the learner the key to knowledge, the right word. But not to load the word with meaning through imagination and judgment is to make learning seem to many but useless drudgery; not to all fortunately, for by their wits some find meaning and use of words in spite of their wasted hours in the classroom.

A half-a-dozen new methods in teaching have swept through schools within my teaching years, and more are on the way. But rare yet is the teacher who realizes, as did Comenius three centuries ago, that not reciting words, but their meaning and use is the way to learning.

How do we, most of us, get only recited answers? We assign a textbook lesson with more or less comment and direction. We prepare to teach it by reading it over to be familiar enough with its words to select fair, cue words, and to know that the parts selected were studied and given correctly. We mark the pupil's effort, then or later, and repeat the process with another pupil. So it is done day after day.

HOW CAN WE GET CREATED ANSWERS?

By planning for them in assignment of the lesson and in our preparation for teaching it. In assignment, at first we can give three or four pupils points for "other words," or "pictures," "what do you see?" After a few days we pass this service to another group, and to another, until the special interests and gifts of all are revealed. Then in the same way we try on uses, applications, and two or three "whys." In preparation as we go over the lesson, we have our minds on finding points for the types of questions that will require created answers. A half-a-dozen in a lesson, well chosen and personally adapted, will awaken almost any class to interest and mental alertness. It will be something new in most classrooms, and will make attendance and attention worthwhile. If each question is passed to two or three, it will reveal rapidly who studied the lesson and understand it.

Assignments to two or three at a time to bring in and put on the desk questions for created answers, and then putting them to the class sometimes and sometimes answering them ourselves, is another way to introduce the new order of classroom procedure, to change reciting pupils to imagining and thinking ones. To do that, making questions may be better than making answers.

WHAT WILL BE THE GAINS?

There are seven and more clear gains in working for created answers.

1. A growing class and a growing teacher. All the mind's activities are in training, not one alone.

2. All gifts, types of mind, have a part in the classroom game. It is no longer only a memorizing game.

3. Training in imagination and thinking is training the pupil for life's problems. Seeing

things, and things done in imagination, and thinking about them, is the way to doing things, is all but the doing, a "project" experience.

4. The teacher and the classroom are more than the book. The teacher gives the book other uses than the pupils' reciting it. Going to class becomes worthwhile.

5. The range of the uses of the lesson in created answers can give the brightest and the dull a worthwhile part. Each will illumine the lesson for the other. "Individual differences" become a help to both and not a hindrance.

6. Created answers give the largest number of personal parts in a classroom. One question can go to a half-a-dozen for assent, difference, or addition, for answer. Recited answers must be the same, can go no farther than one pupil unless for correction. That is why we have so much writing of answers today.

7. Above all, created answers are short cuts to the knowledge of the pupil. If you say: "John, how would you go to an island?" and he answers: "I would swim," you and John have the same picture. Why need teacher and class hear John repeat: "A portion of land," etc.? Mary, James and Henry can find other ways for you, too.

We have six ways to find out and increase the knowledge of our pupils. Why use only one, and that the poorest? No teacher will use all six ways effectively, but every teacher should have skill in some two or three to be a teacher at all.

This is no new method. It is as old as Comenius and older, but it has been too much lost out in this day of "" completion," "multiple choice," true and false answers, all devices for easier word reciting. One "how?" or "why?" has more educative value than comes from a dozen of such answers.

NO CHANGE OF PROGRAM

Created answers require no change of procedure or lesson, no announcement even. Any teacher can put in one, two, or more, questions for created answers in tomorrow's teaching, and keep on doing it more and more. But a new interest, a new atmosphere will be felt in that classroom, for it is no longer a place to repeat much conned words, but a time for picturing and thinking. Each pupil contributes to it some mental product of his own out of the words of the book, *his answer or question.*

The good teacher has always found other ways to a pupil's knowledge than by their reciting. It is the "other ways" that have unwittingly made the teaching formative and good. Am I not right that the vital, deepest need of our classrooms is *conscious, planned effort for the created answer?*

Christmas Times of Long Ago

By WILL M. MAUPIN

Tis Christmas Eve! Turn low the lights; let quivering shadows fall
Athwart the curtained windows there, and play along the wall.
Lay work aside! 'Tis time for rest; 'tis time to put away
The cares and trials that beset the weary hours of day.
'Tis Christmas Eve! Quick, stir the fire
And in its ruddy glow
We'll live again those happy hours
Of Christmas times of long ago!

We'll walk again the old-time paths; the old-time friends we'll meet;
And to the old-time homes of youth we'll trip with merry feet.
And hand in hand, and heart to heart, we'll tread youth's golden ways,
And live again the joyous hopes we lived in other days.
The clock ticks on; its pendulum
Swings softly to and fro;
And every tick a memory brings
Of Christmas times of long ago.

And so another Christmas comes. We linger in the gloom
While ghostly forms of childhood's friends troop in and fill the room.
No words we speak. To memory's view come visions thick and fast,
And for an hour we live again the dear days of the past.
Old Time the tide of life turns back,
And on its ebbing flow
We glide again through golden hours
Of Christmas times of long ago!

—National Humane Review.

Elements in Response

By LURA C. WHEELER
Garfield Junior High School, Revere, Mass.

INSTINCTS and habits have long held a joint place of importance in educational psychology. That response to stimuli is instinctive was long ago discovered, and it has been commonly agreed that the instinctive element in response is synonymous with the unlearned element. That the habitual element in response is synonymous with the learned element is a fact which is a product of the newer psychology. From an educational point of view the importance of the fact that the habitual element is the learned element cannot be over-emphasized.

Instincts are instigators to action, and whether or not instincts can be changed does not need to bother the teacher. The answer to that question can be left to the psychologists. Action which is the result of instincts can be changed and directed by placing the educational emphasis on the habitual or learned element in response.

Instincts are biological factors in human nature. Human nature is a composite of biological and social inheritance. Some educators say that about ninety-nine per cent. of all we know we have learned from somebody else, and that is true of the individual and of races, sub-races, and nations.

The instinctive or unlearned element in response might seem from the above conclusion to be of very little importance in the education of the individual and of society as a whole. But the instinctive element in response plays an important part in the educative process and especially in the matter of response. Acts depend upon two factors: (1) the hereditary (biological) form of response; (2) the learned form of response acquired from individual experience.

Biologists, sociologists and psychologists disagree to a considerable extent in the matter of the number and classification of instincts. They disagree also in regard to the matter of how and to what degree instincts determine or influence human behavior. Kulp goes so far as to state that instincts have no influence upon human action. There is, however, a general consensus of agreement that instincts do exist, and that they do play an important part in response, in human behavior and in the learning process.

The neurone theory is more than a theory. Scientists and psychologists have by study and experimentation established the validity of the neurone doctrine. The simplest form of neurone starting in a sense organ and ending in the muscular response machinery, is represented by the reflex.

A more complex grouping of neurones produces the machinery for the hereditary or instinctive modes of response. This grouping and arrangement of neurones provide the method by which the presence of certain stimuli results in a bodily or mental reaction or both. Acquired modes of response represent the establishment or rather the connecting up of neural pathways in the nervous system through the learner's own experience. An important fact in the understanding of the neurone doctrine is that no new neural structures are acquired after birth, by growth, but that there are modifications in the neural connections.

Of importance to teachers is the fact that an instinct may result in entirely divergent responses or courses of action. For example, acquisition or ownership (which is found in most of the older and in some of the newer lists of instincts) if not properly directed and controlled results in anti-social action and in detriment to the individual. To provide the proper stimuli for instinctive response is one of the important duties of the Junior High School organization. The sex or love instinct can be used in the teaching of fine arts and the practical arts. The social instinct should be used to gain social co-operation among the pupils.

Thorndike's laws of learning, (1) Readiness, (2) Exercise, (3) Effect, represent the most important part of the psychology of learning, and its application to the habitual or learned element in response. Some educators say that no learning takes place unless the first and third laws of learning are present in the situation. They go even farther and state that unless the third law represents satisfaction no learning takes place. Readiness and exercise and effect are essential factors in the educative process, but it seems reasonable not to agree with them that unless the effect is satisfaction, no learning takes place. In some situations it is important to know that certain effects of readiness and exercise are non-satisfying or dissatisfying. For example, there may be a readiness in a small child to touch a hot stove. There may be exercise of the readiness to act, and the effect although not satisfactory to him, results in learning not to touch the hot stove. To fear to touch the hot stove is not instinctive. It represents the learned element in response.

"The prepared mind," was a phrase of Pasteur. For what is the mind to be prepared? For the next step, movement, advance, work. —Charles F. Thwing.

Personal and Professional

WILSON HAWKINS, long superintendent of Canton, Ohio, resigned against the wishes of every one, though he had two years to serve on his election, but he was not in his usual physical tone, and he said he was not up to concert pitch. Mr. Hawkins has been one of the sanely progressive superintendents of the state, serving an exceptionally long term for Canton, and he retired with a record for efficiency and harmony rarely equaled in that part of the state.

MICHAEL FITZGERALD, superintendent, Cambridge, Mass., has created a system by which children who cannot go to school or be transported to school may have their home-school work supervised so that they may make the grades as satisfactorily as though they were able to be in school.

WILLIAM DAVIS FURRY, president, Shorter College, Rome, Georgia, has in eleven years imparted genuine modern scholastic spirit to a woman's college now in its fifty-fifth year. We know of no lovelier location that any institution enjoys. There are two hundred acres of variety of hardwood trees with lovely scenery in the valleys stretching far out in several directions. In Dr. Furry's day there has been created a scholastic faculty in which the classics mingle with music and art that are cultural as well as intellectual, giving to the young ladies rare physical poise and inspirational leadership.

JOSEPH R. LUNT, of the Boston Normal College, supervisor of science in grades 7-8-9, is doing a work far beyond anything we have known elsewhere. He was for twelve years in the English High School, where the boys were so keenly alive to his work in science that he was promoted to head of the science department in the Mechanic Arts High School, and on the side had classes of teachers in science, who had the same thrill from his leadership that the boys had in the English High School. He was promoted to the Normal College and put in charge of all science work of the city in grades 7-8-9. Every teacher and each of the more than three thousand students is keenly alive to the joy of the forty science subjects.

He provides every class with a "case" in which is everything the teacher can possibly need for the subject the class is studying. There is also a highly specialized outline for teaching the subject. When the study of that subject is completed Dr. Lunt's office is notified, and the "case" is sent for and one for another subject is sent as that one is returned. The entire cost of these "cases," completely equipped, has been $10,000, and it would cost a vast sum to provide it for each class.

S. B. TOBEY, superintendent, Wausau, Wisconsin, is the local leader of the United States in a crusade against the smoking of cigarettes by pupils in the schools of the city. School authorities have had distributed to every parent in the city copies of the state anti-cigarette law, with requests that the parents assist in seeing that it is enforced there. It is unlawful to sell or otherwise dispose of cigarettes or cigarette paper to minors, and anyone found guilty of violating this statute is subject to a fine of $100 to $200, and any minor who refuses to give information as to the source of cigarettes or cigarette paper which he may have in his possession is subject to a fine of not more than $5. Any minor who misrepresents his age in obtaining these smoking materials is subject to a fine of not more than $25 and punishable by a jail term of thirty days or .n. Superintendent Tobey means business in eliminating cigarette smoking in his schools.

F. M. SHELTON, superintendent, Springfield, Ohio, has demonstrated rare leadership at a time when not every superintendent in the state has been able to make such a record. The city has dedicated one of the best elementary school plants in the country. It signifies much for a city of 70,000 people to build an elementary school building costing $750,000.

H. B. RITCHIE, president of the State Association of Georgia, dean of State Teachers College, Athens, Georgia, was superintendent of Fitzgerald, Georgia, before entering the faculty of the State Teachers College. He gave Fitzgerald educational leadership which in part is responsible for the leadership which has fruited in the presidency of the State Association in the year in which it has launched a new state-wide crusade.

CHARLES F. PYE, secretary of the Iowa State Teachers Association, Des Moines, is one of the seniors in this service, and no one is more efficient as editor of the official magazine, Midland Schools, or in the administration of all educational affairs. He has the literary qualification, the professional experience, the poise and devotion required for success in this complex service.

Testing in Socialized Recitation

By RUTH E. ANNIS
Revere, Massachusetts

NO PART of the classroom procedure requires a more thorough understanding of the individual differences of pupils than does the socialized recitation.

Intelligent participation of pupils in the socialized recitation demands that the pupil shall be familiar with the factual knowledge of the subject, topic, or project of the recitation. Failure of some pupils to take part successfully in the socialized recitation is assumed to be due to a lack of knowledge of subject matter content, and also due to a lack of faithful preparation by the pupil. Such an assumption is not always correct.

"An important fact which teachers should keep in mind is that much of the superior ability of some pupils in the socialized recitation is ability in oral composition."* A part of the successful socialized recitation is the oral presentation of inferences and conclusions drawn from the organized factual information and also the statement of conclusions based thereon are a form of reproduction of the content of the assignment and the reference material of the lesson. Ability in reproduction is not only a part of ability in silent reading but is also a part of ability in composition.

Ability in oral presentation of factual knowledge and oral presentation of the organized conclusions based on factual knowledge are parts of ability in composition. Only as the teacher knows the individual differences of pupil ability in silent reading and in composition can she deal intelligently with her pupils in the socialized recitation.

The use of standard tests in silent reading and in composition will disclose the individual differences in ability of the pupils. It will enable the teacher to rank her pupils. It will give her information necessary for providing for individual differences, and will result in provision for individual needs. The pupils of high ability in composition will not be allowed to take up an undue amount of time during the class recitation. The pupils who need to be encouraged will receive encouragement.

The use of standard tests will result in motivating the socialized recitation because both the teacher and the pupil will know where to place the emphasis of instruction and learning. The teacher will know that certain pupils need to participate in the socialized recitation to improve their ability not only in the socialized recitation but also in composition. The pupils will know that by this means they can improve their score in composition and do a better job in the recitation. The use of standard tests, therefore, is a very important part of the socialized recitation program. They are essential to the best results.

*W. C. McGinnis in "The Socialized Recitation."

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School Problems

Edited by a School Executive

197. Why does society continue to permit the college to prescribe the form of secondary education? (New Jersey.)

Society doesn't know anything about it. The situation is controlled by a very small per cent. of society. It is determined largely by three groups of people: First, the college group, who say what the student must have to enter college; second, the parents, who have children preparing, or will some time have some preparing for college, and consequently are much interested in the high school following the college entrance dictations; and third, the high school teachers and school administrators who are college bred. The bulk of all three groups are predisposed to a narrow, scholastic college focus. While this total is not very large compared with all society it is a very influential, powerful part, and its interest in college entrance is vital.

The hopeful sign just now is the large number of educated people in the schools and out who have the larger vision and see how much more our high schools could do for the great mass of people who never go to college if they were organized on a very different plan from the one dictated by the college people. This group is bringing about a high school curriculum and organization based more on the needs of the common people, but they still have a far way to go. One reason for this is that preparing pupils for college is an expensive proposition and as that comes first in practically all high schools the remainder of the work and equipment has to take second place and do the best it can on what is left. But as the public understands things grow better.

198. Do you think we should have typing in our Junior High Schools, or should it be left for the Senior High? (Arkansas.)

I think we should have it in our Junior High Schools. Many of our boys and girls never get to Senior High, and they can and like to do typing. It also fits all the basic principles of Junior High activity, individual preference, progress, and use.

199. What do you think of teaching "Mother Craft" in the Junior High School, and how should it be handled? (Idaho.)

"Mother Craft" is a good subject for the seventh grade. Our girls are about the right age to care for it at that time, and we get many more just before they slip out of school at the working age. Frequently these are the very ones who need it most, coming as they do from the poorer families. As "little mothers" many of them are already caring for baby brothers and sisters. I think there is much to be said for its being an elective. It is better to make the work so attractive that the girls will choose it than to have it required. We must eliminate the idea of drudgery from any work connected with the home if possible in teaching these parents of tomorrow. Love of home and family will only become popular through the belief that it is the happiest way to live, the way to get most out of life. "Mother Craft" is just one of the ways of getting that idea across to our girls. It should be taught in school time, and full credit given for the work.

Who shall teach it? I have seen it taught very well by the school nurse. It can be taught by the nutrition worker, or a dean of girls, or a domestic science teacher. The teacher needs to be trained, love the work, and as usual have the personality to win her people and sell her goods.

200. What do you think of arranging the vacations to include the holidays? (Rhode Island.)

I think it is a very good plan if it can be arranged without breaking up the school year too unevenly. We have many days when school must be closed for one thing or another, and teachers find it difficult to adjust their work to so many interruptions. If Washington's Birthday, April 19, or other holidays can be included in the vacation weeks that is so much time saved. Where teachers are asked to vote on the subject they usually favor this plan. The day of teachers looking for "time off" is rapidly passing. Many of them are saying: "Lengthen the school year, and give us more time to teach."

201. What do you think of children writing poetry in the primary grades? (Louisiana.)

If poetry is properly taught by the appreciation method on the right level with suitable material from the very beginning you will find your children having poetic thoughts naturally seeking poetic expression. This form of expression is most natural under these circumstances and should be encouraged. Structure and correct form teaching have no place here. There should be no teaching of verse making. That kills free expression of poetic thought.

Children getting the story, seeing the pictures, and hearing the music of a poem they can understand naturally love to try their hand at verse-making, and by their own efforts learn to appreciate the finished, beautiful poems of great artists. Yes, by all means let them write poetry, encourage it, but never require it.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Slip-Shod Jessamine

The heels of Jessamine's shoes were always worn off on one side. Jessamine's face always had a smooch on it. Jessamine's hat nearly always had a tear in it. Jessamine was late, many times, for school. That was because Jessamine could not get out of bed when her mother called her. Jessamine's clock was never on time, but Jessamine should not have blamed the clock, for nobody in Jessamine's house thought enough of it to wind it up. Jessamine usually had red jam in the corners of her mouth and crumbs on her waist. That was because Jessamine never looked in a mirror to see whether her face were clean or not. Jessamine lived in a nice house at the end of the street, but there were papers all over the yard and an inside-out umbrella standing in one corner. The sides of the house were all chalked up with funny figures of little straight-line boys and girls, and all written over with the names of other boys and girls whom Jessamine did not like.

Over one corner of the house grew a lovely vine. It, too, was named Jessamine. In fact Jessamine's mother named her after the vine, for it was the one lovely thing that she could look out upon when Jessamine was born. Jessamine vine did the very best it could do to make the pretty little house as attractive as possible. Its green leaves were always fresh and clean, and its fragrant yellow flowers were so wonderful that people stopped to look at them, but Jessamine, the girl, was not interested in the house at all.

Last spring Jessamine vine became discouraged and died. Just one little bunch of blossoms came, only to wither quickly away. Nobody in Jessamine's house missed the vine, but many, many people who had seen it in all its loveliness paused as they went by and said: "Poor old vine, no wonder it got discouraged and died. What else could it do in such a run-down place?"

Tiny Tim

They called him Tiny Tim in the lumber camp. He was tiny, too, though he was fifteen years of age. No one knew where Tim came from. No one ever heard of his parents. He just appeared one day at supper time and sat down with the gang and started to eat beans as though he had never been any place else. He stayed on because no one had the heart to drive him away, like a lost dog or an old cat. The boss never thought of placing him on the payroll, although Tiny Tim worked all the time—helping the cook peal potatoes or whipping batter for pancakes, or sitting up nights with sick men, or running errands, or lending a hand wherever he could.

When Christmas came the lumberjacks thought it would be fun to deck a tree for the homeless lad. Nothing was said, of course, to Tim. It was to be a grand surprise. Every man gave something—one a dollar bill, another a pair of shoes, another a pair of socks and five of them a nice new suit.

Christmas evening came. The tree was set up in the room where the men ate their meals. A blanket hid it from the chair where Tiny Tim always sat. That night the men dressed in their best. They combed their hair with lots of water and shaved and blacked their shoes. Meal time came at last, and all filed in and sat down. Everyone watched the door, but no Tiny Tim came. An hour went by, then two, then three. At last the lumberjacks swarmed out of the room and began running through the woods shouting Tim's name. They came to a hut on the edge of the clearing. Sandy Johnson lived there and everyone knew he was sick. As the men passed the door they saw a tiny Christmas tree standing near Sandy's bed. It had three candles on it. The men peeped in. Sandy saw them as he lay on his back in bed. He held up a warning hand and pointed to a little boy fast asleep in the old arm chair. It was Tiny Tim. He, alone, on that Christmas eve had thought of Sandy Johnson so lonely and sick in his cabin on the edge of the clearing.

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My Aim

Someone has said: "The final balance of any life is the sum total of its aims." How very true this is of all of us! We go towards whatever light we see, like moths and night-flying birds. A lighthouse on a storm-bound coast is always the end of the journey of thousands of migrating birds, who dash themselves to death against the huge eyes of the revolving lenses. Man, alone, has within himself the power to erect his own lights, to see them, flaming in the far future of his days, and then direct the flight of his all-powerful wings towards the beacons of his own creation. To set up noble lights; to scatter them along a way of usefulness and unselfish service is to glorify the night in which we wing our way. Against such beacons, no wings are broken, and no hopes fall dying into the surf below.

It is only when man sees and follows the line of a light not his own that he flies a perilous journey over unknown seas.

In the following poem the poet sets up his beacons. How beautifully they glow, warming to a soft comfort the bitterness of the surrounding seas!

MY AIM

I live for those who love me, whose hearts are kind and true,
For the heaven that smiles above me, and awaits my spirit, too.
For all human ties that bind me; for the task by God assigned me;
For the bright hopes yet to find me, and the good that I can do.

I live for those who love me, for those who know me true;
For the heaven that smiles above me, and awaits my spirit, too;
For the cause that lacks assistance, for the wrong that needs resistance,
For the future in the distance, and the good that I can do.

—G. Linnaeus Banks.

The Bell Cow

There was once a brindle cow who wore a heavy iron bell on her neck. Whenever she moved the bell jangled and clanged. Of course this made the old cow quite a personage in the pasture. When the master wanted to know the whereabouts of the herd he listened for the jangle of the iron bell;—if it sounded faint and far he knew the cows were down in the brier patch;—if it came crisp and clear he knew the cows were browsing under the old oaks on the hill;—if it rang steadily like a beaten drum he knew the cows were on the way home.

It happened that each Sunday morning the herd gathered close to the bars that closed the path that led out into the main road. Sometimes the children passing down to church threw a half-eaten apple over the fence. There was always a long, raspy tongue ready to curl over it and lick it up into a wide mouth. At such times old brindle would jangle her bell merrily and bob her head up and down and say in cow language: "How-do-you-do!" to everyone who went by.

"I do believe," she would remark to

her nearest neighbor, "that it is my bell that calls these good people to church. Notice how they come when it rings! See how they hurry! On other days, when I am too far away to be heard, you see no such throng passing on the road."

"That may be," her neighbor would say, "but I am of the opinion that it is the bell in the church tower that calls them. Listen to its ringing! It is much louder than yours."

"We shall see about that," cried the brindle in a rage. "Tomorrow I shall go down to the church myself and pull down this senseless bell that you hear. When it is silent you will admit that it is my bell that summons the people to church."

The next morning, true to her promise, old brindle climbed up the wide stairs to the church door. A thrust of her horns sent the door flying inwards. The belfry stairs were wide and strong and the brindle cow toiled slowly upwards, step by step, until she came to the big window on the second floor.

"I shall peep out," said the brindle "and see whether the rest of the herd is still in the yard below."

The iron bell jangled madly as the cow poked her head, sidewise, through the window. It jangled madly as her horns prevented her from getting her head in again. In her fright the brindle began to bellow and as she bellowed her bell jangled and banged and battered about, making a noise that could be heard a half mile away.

(To be continued.)

The Bell Cow—II

First, the sexton came running, red-faced and out of breath; then, the deacon wheezed up in his rattly car; then, the minister came in his shirt-sleeves; then, the elders and members of the congregation arrived on foot—on horseback, in carriages—all amazed at the sight of the brindle cow ringing her iron bell from the second story window.

An hour later the old brindle, standing under the big oak on the crown of the hill, was still sore from the whacks of her master's stick. As she tossed her head the iron bell jangled angrily.

"Well," she said to her nearest neighbor, "are you satisfied, now, that my iron bell really calls the people to church?"

The nearest neighbor smiled a wide cow smile and said: "The people were certainly called and your bell certainly called them. I never saw such a congregation in all the years I have been looking over the stone fence, but see how they thanked you for your trouble!"

The old brindle cow chewed her cud silently for at least five minutes before she answered. At last she sighed so heavily that her ribs swelled up and sank like a punctured balloon. "I have it all figured out," she said. "The sexton was jealous of me. He did not want me to ring my bell from his tower. If I had remained at the head of the road nobody would have driven away. Alas! Alas! The more you do for some people the less they think of you."

The custom of exchanging presents on a certain day in the year is very much older than Christmas, and means very much less. It has obtained in almost all ages of the world, and among many different nations. It is a fine thing or a foolish thing, as the case may be; an encouragement to friendliness, or a tribute to fashion; an expression of good nature, or a bid for favor; an outgoing of generosity, or a disguise of greed; a cheerful old custom, or a futile old farce, according to the spirit which animates it and the form it takes.

But when this ancient and variously interpreted tradition of a day of gifts was transferred to the Christmas season, it was brought into vital contact with an idea which must transform it, and with an example which must lift it up to a higher plane. The example is the life of Jesus. The idea is unselfish interest in the happiness of others.—Henry van Dyke.

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EDUCATION IN ACTION

Music Lessons Given in School

Any child who attends the public schools of Milwaukee can take lessons on any band or orchestra instrument at ten cents a lesson. And he doesn't even have to own an instrument of the kind he wishes to learn to play. More than 2,400 pupils in graded and high schools registered for some kind of music lessons at the opening of school this fall, and now gather on Saturday mornings at one or another school building given over to each kind of instruction. More than 600 boys and girls go to wind instrument lessons at one junior high school, while another 600 are being taught to play stringed instruments in a grade school. Fully 1,200 are taking piano lessons, which are given in several schools. Employed in the work of this project are sixty-five teachers, working under four supervisors. Not only has the school system inaugurated an almost unheard-of project, but the experiment has proved a wholly new theory of teaching music. The surprising methods are only equaled by their surprising results.

Report On School Legislation

The outstanding feature of educational legislation during the past year, according to the annual report of the Bureau of Education, is not its volume or content, but rather its method of procedure. The report went on to say that a review of the subject indicates a change in the technique of procedure on the part of various representatives of educational interests seeking legislation. In recent years school officials, educational associations, institutions, and various organizations interested in education have been inclined to harmonize their interests and to unite in their efforts for desired legislation. This procedure on the part of the various educational groups appears both effective and appropriate. It is the scientific spirit operating in the field of school legislation working out programs based upon reports of various committees appointed to study in detail the different problems in need of legislation. Such programs are more and more winning legislative favor. Such committees are being looked upon by legislators as a reliable source of information in regard to matters affecting the schools. There can be no doubt that continued development and use of this procedure will eventually tend to produce more economic, constructive, and effective school laws, and also to prevent enactment of undesirable ones. The most noticeable changes were witnessed in Virginia, where the school law was recodified and constitutional amendments were made. Constitutional amendments provided that the state board of education consist of seven members appointed by the governor, subject to confirmation by the Senate; that the state superintendent of public instruction be appointed in the same manner; and that county superintendents be appointed by the county boards of education from an eligible list approved by the state department. Generally speaking, the tendency of recent years to equalize school funds has not abated, and the problem of securing adequate funds for poor districts still confronts legislators and school officials.

Farm Training To Be Promoted

A new national organization, the Future Farmers of America, representing a movement among vocational agricultural students of the United States, was set in motion at the thirtieth annual American Royal Livestock Show held in Kansas City, Mo. It is a development from the National Congress of Vocational Agriculture Students formed two years ago. Its aim will be advancement of vocational training in agriculture through the public schools and stimulation of a wider interest in farming and rural life. Students of vocational agriculture from thirty states engaged in the cattle judging contests at the American Royal this year. The judging teams are selected from students who have been most successful in making use of the methods taught in the vocational agricultural courses. The trip to the show was a special award to team members in recognition for their accomplishment, and it was among these students that the new organization was formed.

Cruelty Charged In Indian Schools

Charges of gross inefficiency and cruelty on the part of superintendents of Indian schools, and recommendations that the government get out and let each state supervise its own Indian problems, were made recently by an Omaha tribesman and a former Indian school principal. They testified at a hearing of the United States Senate committee on Indian affairs to examine conditions in California. L. J. Holzworth, an attorney of Phoenix, Ariz., who acted as principal of the Phoenix Indian school for five years, asked for abolition of the government Indian bureau within two years. He advocated a new government commission to reorganize the bureau with its eventual absorption by state controlled agencies, and the granting of full citizenship rights to eligible Indians. More caustic was the attack of Thomas L. Sloane, attorney of El Cajon, Cal., a full-blooded member of the Omaha tribe in Nebraska, who charged that the present head of the Genoa Indian school in Nebraska had inflicted many cruelties on his pupils.

Health Decreases With Years in College

The health of college students gets progressively worse from the freshman to the senior year, is the observation made by Dr. Dean Smiley, head of the Department of Hygiene and Preventive Medicine at Cornell University. His conclusions are based on personal examination of the records of the thousands of Cornell students passing through his department yearly. According to Dr. Smiley, the reasons for this condition are probably as follows: "The influence of home and mother is usually strong for good health habits and good health maintenance. The longer the student is away from that influence the less he feels its effect, necessarily. Student life has for generations been notable for its neglect of the ordinary hygienic laws. Many interesting stories are told of 'sessions' lasting into the early morning hours, bouts of excessive drinking and so forth, all tending to prove, as the teller tells them in later life, what a 'tough egg' the teller was in his college days. A recent writer proved a fair number of college students are attempting the physical impossibility of doing the work of two men,—living the life of a day laborer, to earn a living, and the life of a student. With all these tendencies to fight, it seems evident enough that a pretty strenuous effort along health lines must be made if results are to be accomplished that will be measurably successful. Any institution that can prove that the health upkeep of its senior class is even as good as that of its freshman class should be congratulated upon its health work; and it will probably be many years in the future before any college will be able to boast of a senior class with a better upkeep rating than its freshman class."

Extension Service By American Universities

Educational service in the form of packages of books and literature, bibliographies, outlines for study and discussion, and other assistance for persons outside the institution, is furnished by fifty-nine colleges and universities in thirty-three states, Hawaii and the Philippine Islands. Other forms of educational service rendered by extension departments of such institutions are lectures by members of their faculties or by prominent persons for teachers' institutes, women's clubs, commencement exercises, and other occasions. In all, 195 higher institutions report this service. Visual aids for instruction and entertainment are supplied by fifty-two colleges and universities. One hundred and forty-one higher institutions assist local communities in holding institutes, conferences, and short courses; and sixty-four promote parent-teacher or other club work. Debating leagues are sponsored by 129 colleges and universities; community drama is promoted by 54, and 65 institutions report the use of radio in giving lectures or in other educational extension work.

Correspondence Instruction For Isolated Sections

A system of instruction by correspondence for children living in isolated sections of Manitoba, Canada, has been introduced by the provincial department of education. It follows to some extent the plan in use in Australia. The work in Canada is in charge of a teacher of wide experience with two assistants. Grades I to VII are covered. The plan has been in operation for about nine months, and 120 children are receiving instruction.

New York Buildings Called Poor Schools

The twenty-two buildings used for continuation schools in New York City are inadequate to the needs and modern requirements of educational institutions, it is charged in a survey report just made public by the Joint Committee on Education. Dr. William J. O'Shea, superintendent of schools, said that an investigation is now being conducted to determine the cost of remedying the most marked shortcomings of the present structures.

Fight Propaganda In Nation's Schools

With the announced purpose "to help awaken the nation to the grave danger that threatens our schools and colleges by reason of the attempt now being made to use them for propaganda that would destroy their integrity," there has been organized "the National Committee of the Save Our Schools Committee," to fight malicious propaganda in the schools and colleges of America. The movement is participated in by seventy prominent educators in twenty-five states and results from educational propaganda activities of the Power Trust as revealed by the Federal Trade Commission's utility investigation. The National chairman is Bishop Francis J. McConnell, and first vice-chairman, Professor John Dewey of Columbia University. Professor Jerome Davis of Yale University is the Connecticut member. Caroline S. Woodruff, principal, State Normal School at Castleton, represents Vermont. Massachusetts members include Professor Felix Frankfurter, Professor William E. Hocking, Professor John M. Brewer, all of Harvard University, and President Mary E. Woolley, Mount Holyoke College, South Hadley.

Colleges Abroad Revise Methods

Nationalistic tendencies in "backward" countries have led to a transformation of the organization of American colleges in these countries, Dr. Stephen P. Duggan, director of Institute of International Education, said in his eighth annual report. More natives are being admitted to the faculties, and native studies and courses are constantly increasing.. "In no place on earth was the doctrine of self-determination so enthusiastically acclaimed as in the so-called backward countries," Dr. Duggan said. "China, Persia, Turkey, Egypt responded without dissent to a principle which, if realized, would permit them to lead their lives without interference on the part of peoples who consider themselves more 'progressive.'"

Education Faces Problem of Leisure

Training students profitably to employ their hours of leisure, as well as to earn a livelihood, is a problem of education of the future, President Baker of the Carnegie Institute of Technology says in his annual report to the board of trustees. The increasing mechanization of the manner of working and living has the effect of shortening the working day and increasing the amount of leisure at the disposal of the individual, he points out in presenting his theory. Dr. Baker also sees an increase in the responsibilities and rewards for the leaders of the future, but a decrease in the opportunities for men of mediocre ability as a result of the standardization and specialization tendencies in business and industry.

Supervisors' Relation To School Principals

The problem of the relation of general and special supervisors of instruction to the elementary school principal is one that has not been entirely solved, says the Bureau of Education. If, as is contended by many, the elementary school principals should be supreme in their buildings in all matters of supervision of instruction, the question arises as to the position of the general supervisor. Without doubt the most efficient arrangement is not the subordination of the principal to the supervisor or vice-versa, but a method whereby the supervisor is a consulting specialist to aid the principal in matters of supervision. Each principal should be held responsible for results. If he is placed in a position where he must accept directions from the supervisors, he should not be held responsible if the results are poor nor be given credit if the results are good.

Sunshine School In Berkeley

A sunshine school for children who are underweight and undernourished or who suffer from physical handicaps is maintained by the public school system of Berkeley, Calif. A building of the public school system was remodeled to provide sleeping rooms, sun platforms and a clinic in which the children are given physical examinations. It began in 1925 with forty pupils, two teachers, a nurse and a physician and has since been enlarged to care for sixty pupils, another teacher and nurse. A general improvement in physical condition, an increase in pep, a good appetite, progress in school, a hardening of the muscles, a decrease in nervousness and fewer absences on account of colds or other illnesses are among the good results that have been accomplished by the Berkeley Sunshine School.

New Impetus To Deaf School Drive

John Skinner of Northampton, Mass., president of the board of trustees of the Clarke School for the Deaf, has announced that former Ambassador Charles Beecher Warren of Detroit and George D. Pratt of New York have agreed to serve as vice-chairmen of the drive for a $2,000,000 endowment for the school, known as the Coolidge fund. Earle P. Charlton of Fall River, Mass., is chairman. The object of the Coolidge fund is to modernize the buildings and equipment of the school where Mrs. Coolidge taught, and of which Mr. Coolidge is a trustee and to found a research department in connection with the school for the thorough investigation of problems relating to the deaf. Every effort will be made to raise the entire fund before March 1, 1929, in order that a check for $2,000,000 may be presented to Mrs. Coolidge while she is still first lady of the land.

Commercial Graduates In Commercial Pursuits

That graduates of high-school commercial courses are more likely to follow commercial pursuits than are graduates of college preparatory courses to enter college is indicated by a recent state-wide survey conducted by the Connecticut Board of Education, involving the postgraduate records of 2,780 graduates of Connecticut high schools. The survey showed that 77 per cent. of the graduates from high-school commercial courses in Connecticut were actually engaged in commercial occupations, whereas only 63 per cent. of the graduates from high-school college preparatory courses had entered higher institutions. Commercial occupations absorbed 42 per cent., or 1,168 of the 2,780 graduates, a higher percentage than any other group of occupations. This number included 77 per cent. of the graduates from commercial courses, 12 per cent. of the graduates from college preparatory courses, and 23 per cent. of the graduates from other courses. Of the remaining 1,612 graduates (58 per cent.), 31 per cent. were engaged in other occupations, and 27 per cent. had entered college.

Mass Education Under Analysis

Questioning whether "mass production in education" is actually beneficial in the United States, Dr. James L. McConaughy, president of Wesleyan University, Middletown, Conn., believes that if the nation is to have a "real educational democracy," only those students who show proven ability should go to college. He made this declaration at the convention of the New England Association of School Superintendents in Boston. Democracy in education, he believes, will be brought about on a basis of "a common education for everyone, enough vocational education to enable those who leave school early to earn a living and ample training they desire in subjects in which they are interested." He held it is worse than useless to take a boy or girl through the higher grades of learning without inclination on the student's part.

Good School Marks To Bring Plane Ride

A new idea in awards for scholarship has been originated by Fred Woodside, Dillon, Mont., aviator and president of a local airplane service. Mr. Woodside has offered a free airplane ride to the Beaverhead County High School senior class student who makes the highest marks in his studies each semester, with the added condition of "the higher the marks, the higher the flight."

TREND OF THE TIMES

NEW FUEL for automobiles consisting of dry powder, named carbonal phine, is promised by its inventor to simplify automobile motor construction and partially to usurp steam power, as announced in a paper presented to the second International Conference on Bituminous Coal at the Carnegie Institute of Technology. The product resembles fine graphite and it can be mixed with oil or pulverized coal to make motor fuel. It is estimated that on calory measurement this fuel would be more than five times as economical as burning coal to make steam.

AVIATION EXPERTS from thirty-four nations will be represented in December at the International Civil Aeronautics Conference to be held in Washington. The conference commemorates the twenty-fifth anniversary of the flight of the first power-driven airplane. Many are official delegates from their respective governments. International aspects of flying are to be discussed at this important gathering.

CIGARETTE CONSUMPTION has reached the astonishing rate of 203,000 a minute, according to figures for the first eight months of this year. The production in 1927 was approximately 97,000,000,000, and this year it is expected to go over the hundred billion mark with some six billion to spare. In 1914, 16,000,000,000 cigarettes were manufactured in the United States. About $300,000,000 in taxes will go to the government.

SOLAR CALENDAR has been ordered officially by the Minister of the Interior of the Nationalist government to be used throughout China instead of the lunar calendar which has been used for centuries. As three-quarters of the population know only the lunar calendar by which the year is divided into twelve months, each having twenty-nine or thirty days, there is much speculation as to how the order can be enforced.

PROSPERITY in America's present situation "is rather a state of mind than a fact susceptible of demonstration," Virgil Jordan, chief economist of the national industrial conference board, declares. "It is an illusion created by extraordinary financial conditions, by exceptional activity in production of certain types of goods, by radical changes in the organization and methods of manufacture, by changes in methods of distribution and by shifts in the living habits of the urban population," he said.

FOREIGNERS are to be invited to take over, develop and operate public utilities in the sixty large cities of the Soviet Union, according to a recent decision of the Russian government. This means millions of people will be provided modern conveniences who know such comforts largely by hearsay. German, Swedish and English firms already have obtained concessions.

UNITED STATES has $5 invested in Latin America and islands of the Caribbean for every $4 invested in Europe. Before the World War our investments to the south of us were a little more than $1,000,000,000. Today they are over $5,000,000,000. A contrast of the current trade figures and those for 1912 shows that for every American dollar planted in the territory south of Panama in 1912 there are ten growing there today. Our investments in Venezuela alone are as great as were our holdings in the entire continent of South America sixteen years ago.

AMERICAN-MADE soap still leads American-made cosmetics as a manufactured product, the total value of the year's output of the one being $287,000,000 against $177,000,000 for the other.

WALL STREET has been geared to a 3,000,000-share day. That is, its ticker system, and the staffs of its brokers can handle a day of that size without great difficulty. But when 4,000,000, then 5,000,000, and finally 6,000,000 and almost 7,000,000 shares are traded in during the five hours of a single market day the result has been confusion closely approaching chaos. The Exchange now has had perfected a ticker for which is claimed a capacity of seven million shares in a five-hour day. It will take a year, however, before complete service will be available.

TWO HOUR LUNCH period, long a custom in Paris, faces extinction. Premier Poincare has approved the suggestion of Joseph Vassiviere for a continuous French working day in government departments, from 10 a. m. to 5 p. m. The new system allows only a half hour for lunch at noon and suggests that the 6 o'clock dinner at home be revived.

The BOOK TABLE

THE JUNIOR GRAMMAR. By Maude Burbank Harding, English Department of the Woodward School. Cloth. 182 pages. Boston: Marshall Jones Company.

New textbooks in all subjects are required. It is not yet certain what variety of newness will be the established order. There will be a tryout of a few lines of approach to the study of grammar. There will be a scholar's grammar which will be academically scholastic, a student's grammar which will magnify practice, and a teacher's grammar which will create ardent enthusiasm in the individual teacher.

"The Junior Grammar" is primarily in this latter class. It is focused upon seeing the results in class work secured by intensive interest. The author is so successful in her own work that the enthusiasm desirable in the students has created a demand for this book in which is retained the brilliant personality of the author as a teacher. The one word to characterize the book is the personality of the principles, methods and devices which make the class work of the author widely known and so extensively used as to make necessary the publication of this account of the secret of her success.

THE CRUISE OF THE KINGFISHER. A Tale of Deep-Sea Adventure. By H. DeVere Stacpoole. Cloth. Illustrated. Boston: L. C. Page and Company.

This is a book of many thrilling experiences at sea. This is a tale which tells of the experiences of two lads who ship with a cable ship going down the Canaries to mend the Brazilian cable. Besides the certain appeal of such "high spots" as trying to recover a man lost overboard at midnight, shark fishing, battling a devil fish, and fighting a hurricane, there is brought into the story at every opportunity much authentic information which supplies a valuable fund of knowledge.

READINGS IN AMERICAN CITIZENSHIP. Compiled by John T. Greenan, A. M., East Orange, N. J. Cloth. 452 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Here are thirty joint debates on as many problems in American Citizenship by forty-seven men and one woman who are supposed to represent American thought on American Citizenship just now. Naturally this joint debate is led off by Senator William E. Borah.

Funny as it may seem theoretically it is really quite a serious presentation of opinions on thirty American problems such as The Reconstruction of Democracy, Americanization, Limitation of Armaments, The Philippine Problem, International Relations, Heredity and Environment, Family Life and the Church, The Divorce Problem, Poverty, Unemployment, The Trust Problem, Marketing and Prices, Conservation of Natural Resources, The Capitalistic vs. The Socialistic Society, etc., etc.

The debaters take themselves very seriously, as this sentence demonstrates: "We have reached the point where it is generally agreed that it is odious to pay a law maker for his vote."

THE MODERN SCHOOL READERS. The Socialized School Series. Books Five and Six. By Ruth Thompson and Harry Bruce Wilson. With the Assistance of Guy M. Wilson, Ph.D. New Montgomery street, San Francisco: Harr Wagner Publishing Company.

This Socialized School Series has the social flavor so distinctly developed that the individual books have a genuine lure for all children. There is nothing cold or distant about any of the selections. Every child warms up to the selection in anticipation before he reads it, and the interest is intensified to the end.

There is no selection that is used merely because it is supposed to be in the collection, and none is omitted because it has not been in any other collection. The choice depends upon whether or not every child of that age will get a thrill when it is read.

BASKET BALL FOR WOMEN. How to Coach and Play the Game. By Alice W. Frymer, Member of National Committee on Women's Athletics of the American Physical Education Association, 1924-1927. Cloth. Illustrated. 260 pages.

FIELD HOCKEY, ANALYZED FOR INSTRUCTOR AND PLAYER. By Hazel J. Cubberley, Director of Athletics for Women, University of California at Los Angeles, and Mills College, Oakland. Cloth. Illustrated. 185 pages.

VOLLEY BALL FOR WOMEN. By Katherine W. Montgomery, Director of Physical Education, Florida State College for Women. Cloth. Illustrated. 89 pages.

MARCHING TACTICS FOR USE IN PHYSICAL EDUCATION. By S. C. Staley, University of Illinois. New York: A. S. Barnes and Company.

The A. S. Barnes Company has specialized in Books of Games in Physical Education so efficiently that authors of rare ability in creating books on athletics and physical education in lines naturally seek this market for their manuscript, and whoever is interested in any phase of physical education academically or practically in school or field turns to this company, confident that they will find the best material, prepared in the best way.

THE BEHAVIOR OF YOUNG CHILDREN OF THE SAME FAMILY. Harvard Studies in Education. By Blanche C. Weill, Memorial Home, Flint, Michigan. Cambridge, Mass.: Harvard University Press.

This is a study such as the title of the book indicates. This is the first attempt to study with scientific purpose the influences that tend to make children in a family decidedly different in many essential ways. It is highly interesting whether it establishes any valuable conclusions or not.

Books Received

"School Building Management." By C. E. Reeves and H. S. Ganders.—"Educational Yearbook, 1927." By I. L. Kandel. New York: Teachers College, Columbia University.

"Efficiency in Vocational Education in Agriculture." By G. A. Schmidt.—"A Problem Outline in Introduction to Teaching." By Maxwell G. Park. New York: The Century Company.

"Religious Outlines for Colleges." By John M. Cooper. Washington, D. C.: Catholic Education Press.

"The Road of Health to Grown Up Town." By L. E. Schawe. New York: World Book Company.

"World Book in Educational Measurements." By H. A. Greene. New York: Longmans, Green and Company.

"Gordon Progressive Plan Book." By A. W. Gordon.—"Easy to Make Toys." By C. A. Kunou. Milwaukee: Bruce Publishing Company.

"Physical Education for the Secondary Grades." By W. A. Ocker. New York: A. S. Barnes and Company.

"Problems in American Life." By J. I. Arnold. Evanston, Ill.: Row, Peterson and Company.

"French, Its Essentials." By G. P. Fougeray. Syracuse, N. Y.: Iroquois Publishing Company.

"The Swords of the Vikings." By Julia Davis Adams.—"A Book of Nonsense." By Edward Lear.—"More About Ellie." By Eleanor Verdery Sloan.—"Plays for People and Puppets." By Catherine Reighard.—"Count Billy." By Greville MacDonald.—"Mutiny Island." By C. M. Bennett.—"Little Heiskell." By Isabelle Hurlbutt.—"A Hat-Tub Tale." By Caroline D. Emerson.—"Travels of Sammie the Turtle." By Marion Bullard.—"The Boy's Book of Camp Life." By Elon Jessup.—"Cork-Ships, and How to Make Them." By Peter Adams.—"The Shadow of the Iroquois." By Everett McNeil. New York: E. P. Dutton and Company.

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GRINS BETWEEN GRINDS

Tricks of the Trade

There was a lull in the business of the barber's shop.

"Nice to have a minute's rest," said one of the assistants, as he watched the departure of the last customer.

"Yes," agreed the other. "By the way, Bill, you gave that old gent rather a hasty cut."

"I know," said Bill, nodding. "You see, I'm courting his housemaid, and that's to let her know I can meet her on Tuesday night."—Pearson's Weekly

Vindictive

Hubby found some holes in his stockings. "You haven't mended these?" he said to his wife. "Did you buy that coat you promised me?" she asked. "No-no." "Well, if you don't give a wrap, I don't give a darn."

Safety First

In Boston recently two autoists met in an alley too narrow to permit them to pass each other. One of the autoists rose in his car and shouted to the other:—

"I never back up for any d—n fool."

The other driver quietly put his car in reverse, backed out, and replied:

"That's all right, I always do."

Exactly So

"What's the difference between Lindbergh and the patriarch, Job?"

"That's easy; both had patience."

"No, no. Lindbergh is a manly boy and Job was a boily man."

Good Guess

Little John—"Pa," said a newspaper man's son, "I know why editors call themselves 'we.'"

Big John—"Why?"

Little John—"So the man that doesn't like the article will think there are too many for him to lick."

Advice to Parents

Rube—"What makes your daughter so talkative?"

Boob—"I think she and her mother were both vaccinated with a phonograph needle."

Reason for Heroism

Because he had crawled out on thin ice and rescued a playmate who had broken through, little Willie was the centre of a group of admiring men and women. "Tell us, my boy, how you were brave enough to risk your life to save your friend," said one of the ladies. "I had to," was the breathless answer. "He had my skates on."

The Real Affliction

Squire—"Did you suffer badly from the floods, Mr. Giles?"

Mr. Giles—"I should think I did! Why, I was shut up in the house with the missus for nearly a week."

Strike Out!

Little Bobby—"Say, Uncle, when are you going to play football again?"

The Rich Uncle—"When am I going to play football? What makes you ask that question?"

Little Bobby—"Well, Pop says that when you kick off, we're going to get a new automobile and a house."

Broke! Broke! Broke!

Young Wife—"O Tom, it's just about a year since our honeymoon, when we spent that glorious day on the sands. I wonder how we'll spend the first anniversary."

Tom (gloomily)—"On the rocks."

Correct

"Is there a word in the English language that contains all the vowels?"

"Unquestionably."

"What is it?"

"I've just told you."—The Boston Transcript.

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JOURNAL MAIL BAG

Christmas and the Golden Rule

Editor, Journal of Education:—

As the Christmas season approaches our thoughts turn to gifts for our friends. It is a happy moment in the life of the world. The great opportunity for doing good at this time is frequently overlooked in the desire to provide mere enjoyment. We sometimes forget that in our giving we may combine both pleasure and profit, by carefully selecting books or toys, especially intended as gifts for children.

Good books are splendid gifts and are valuable to both young and old. There are better books for children today than ever before published. Many of them are valuable in the education of the young people, as they create humane sentiment towards helpless human beings and animals. Why not select our gifts from such? There is a large variety to select from this year.

Let us avoid giving books which illustrate cruelty, or which encourage hunting or trapping, or which illustrate robbery or wrongdoing, or glorify war. There are many attractive and interesting books published which tell of noble deeds of men and women, and are an inspiration to the readers. There are also many good books in regard to our animal friends which are educational as well as entertaining. Further,—we may select as gifts for children, with the same thought in view, toys which tend to instill in the youthful minds thoughts of kindness and love for all living creatures.

As there are many toys which seem to arouse only the desire to hurt or to kill, you are urged to avoid giving such toys to young people. Among such objectionable toys are whips, guns, pistols, swords and sling-shots. Not only is the handling of such toys dangerous to eyesight and bodily welfare, but their use often stimulates the baser animal instincts. They encourage the shooting of birds and the wounding and destruction of helpless creatures, and often injury to human beings.

Choose toys that are interesting and instructive, which will be enjoyed by the average child and leave no destructive impression on the mind. A child's mind receives and holds the early impressions, even those transmitted in play. Therefore we must, in the selection of Christmas gifts, choose only what is likely to foster in the mind of the child the real meaning of the Golden Rule. "Do unto others as you would, that they should do unto you."

Boston. M. L. Hall.

Handicaps of Education

Editor, Journal of Education.

The report of the Director of Foreign and Domestic Commerce under President-Elect Hoover gives a careful estimate showing that from ten to fifteen per cent. of the total value of our home business operations, which is only a part of the larger total, represents avoidable waste. It sets the minimum amount of such waste at eight billions of dollars a year out of this partial total of trade.

Fifty eminent engineers and economists under Secretary Hoover's direction made a more comprehensive investigation of the wastes over our whole industrial system and found "that about thirty per cent. of our industrial motions amounted to waste"—and that "without hampering legitimate competition, without interference of government we Americans could by perfect co-ordination save thirty billions of dollars a year and add thirty billions of dollars' worth of goods to our comforts." Before he resigned Mr. Hoover was well on the way to saving the first billion.

All this seems amazing, and yet when we begin to look at the details of the findings it is not amazing. It is rather amazing that men go complacently along in careless ignorance of the handicaps of trade or in easy impotence as to the remedy.

Here, then, was a colossal problem. Most men would never have discovered it. Many would have shunned it. Many more were unprepared and unequipped to attack it. When a great discovery is waiting and a greater problem calls a man is "raised up," as we say, to meet the occasion and the opportunity. The man was ready here. Mr. Hoover with his characteristic insight, skill, organizing and executive power, and a courage that gave practical value to all accepted the gage and presto! the problems sighted began to resolve themselves. A veritable genius was at work. The country took long strides toward better and safer things. Vast savings have been made. Business has developed continuity and steadiness in place of the previous periodic irregularities and depressions. The story is told in the annals of the United States Department of Commerce and elsewhere. Romance is not dead.

America was fortunate in such a leader.

Now I believe it is demonstrable that there is in the business administration of the school systems a corresponding waste, though probably not in the same proportion. Again on the instruction side of school administration, including curriculum matters, there is an equal waste which any thorough exploration would show. The objective is to explore the facts, discover the causes, and apply the remedies through the elimination of wastes

and the heightening of efficiencies. The opportunity is an unusual one. It awaits a leader. It affects millions of children and youth in our schools for whom this waste might be turned to great advantage and still leave room for great relief for the taxpayer who has grown restive under the mounting expenditures for education.

Would that we might Hooverize our schools for a time and see results grow as they have grown in the other realm under the magic of Mr. Hoover.

Frank Webster Smith.

Ridgewood, N. J.

Meetings To Be Held

DECEMBER.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill., New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

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Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon Street, Boston.

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